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ABSTRACT

A project provided for teacher demonstration of the viability of outcomes of the newly developed student profile matrix which contains goals, objectives, and indicators of student career development competencies, Grades K-14. It also provided training and technical assistance to over 300 teachers in twenty districts throughout the state in developing teaching strategies that directly relate to student competencies. Leaders already well-versed in career development concepts were identified and trained to train teachers in their district in the use of the profile matrix. They developed strategies for inspiring teachers to adopt career development concepts in their teaching and developing teaching strategies in the form of modules for dissemination. Review and analysis of the modules indicated a need to focus on decision-making competencies in the classroom. Recommendations included continued use of the profile matrix, increased leader training, and more closely monitored teacher inservice activities. (An extensive list of references is provided.) (YLB)

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FINAL REPORT OF

THE

CAREER/VOCATIONAL STUDENT PROFILE PROJECT

1979 - 80

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CE 026 364

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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This project reported herein was conducted pursuant to a contract from the New Jersey Department of Education, Division of Vocational Education and Career Preparation. It was funded under Section_____of Public Law 94-482.

Project Duration: July 1, 1979
Beginning Date

June 30, 1980
Ending Date

The Contractors undertaking this project were encouraged to express fully their judgments in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official funding agency positions or policies.

A. INTRODUCTION:

1. PROBLEM - This project addressed the need for teachers throughout the state to integrate teaching that responds directly to career development outcomes for students. The timeliness of this project was apparent in the context of the T & E legislation as well as in the statewide response to the evaluation of vocational education programs under PL 94-482. This project provided a basis for teaching to specific identified student outcomes and set the stage for assessing progress by students.

The project also provided training and technical assistance to over three hundred teachers in twenty districts throughout the state in developing teaching strategies that directly relate to student competencies. In addition, as a serendipitous aspect of this project, numerous other districts requested the materials and the basic profile document in order to enhance their ability to record career development activities in their schools.

2. OBJECTIVES -

Product objectives for the project included:

a) teachers in the project will increase in their awareness of and ability to develop lessons that address career/vocational competencies

b) teachers will demonstrate the viability of the outcomes on the profile in order to validate the items as being "teachable" and

"testable."

c) Products will be developed for statewide dissemination and use.

3. DEFINITIONS

Goal - A goal is a broad statement describing in very general terms what a student will be able to accomplish as a result of the instruction. An example of a goal statement is: The student will improve self investigation and evaluation skills.

Goal Area - This is a brief way to refer to a broad goal. For example in the case cited above the goal area is SELF AWARENESS.

Objective - An objective is also expressed in terms of student outcomes but is more specific than a goal statement. A set of objectives describes a goal area. An example of an objective relating to Self Awareness is:
Exhibits a positive self concept.

Indicator - An indicator is an outcome statement that is grade-level specific; it describes what behavior one would look for if the student has mastered a specific objective at that level. An example of an indicator for Self Awareness at the K-3 level that relates to the identification of a preferred lifestyle would be:
Describes activities one likes to do at home and at school.

Module - A module is a teaching strategy that addresses a given indicator. This may be all or part of a lesson plan. It may span a few minutes of time or take several days. A module should confine itself to a single concept primarily, and therefore would not be as extensive as a unit.

Basic Skills - Fundamental reading and math skills comprise basic skills.

Subject - The subject area or subject would be Mathematics or Algebra, Social Studies or American History, Reading or Romantic Literature.

Subject area competencies - These are more specific, for example, in Algebra a subject area competency would be removing parenthases from polynomials.

4. RELATED RESEARCH OR BACKGROUND -

The project was based on the newly developed student profile matrix which contains goals, objectives, and indicators of student career development competencies Grades K-14. These had been drawn from the many available projects and products as a result of previously conducted projects in the State of New Jersey. These former projects had been moving toward the formulation of the profile document since the mid-sixties. The most recent one, the Manasquan Project (1977-78), used the process of consensus by experts to determine the more significant goals and objectives that represent the universe of possible career development outcomes.

The second area of research included the study of in-service activities and ideas as well as to identify existing strategies for use in the leader training and in the teacher training effort.

PROJECT ACTIVITIES AND OUTCOMES

1. PROCEDURES -

The following list and dates reflects the procedures used for the project:

	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
1. Leaders identified	———									
2. Literature research	———	———	———							
3. Training Materials developed		———	———							
4. Leader training (5 sessions)			———	———						
5. Teacher in-service programs				———	———	———				
6. Module editing						———	———	———		
7. Development of product							———	———	———	

The leaders were identifed by the following criteria. Each was a leader within the local district and all but one had had a history of directing vocational and career education efforts in their districts. The intent was not to begin at "ground zero," but to train people already well versed in career development concepts to train the teachers in their districts in the use of the profile matrix. Pretests and posttests were given to determine the attitudes of teachers toward career development concepts and approaches.

The leaders met on two occasions during the period in which they were involved in the in-service training in order to discuss common problems in reaching teachers with the concepts and in assuring quality products. Leader training sessions focused on:

a) Strategies for inspiring teachers to adopt career development concepts in their teaching.

b) Developing and expressing teaching strategies in the form of modules for dissemination,

c) and evaluation of career/vocational education efforts and outcomes.

Upon the conclusion of the project, the leaders met again and evaluated the products. Leaders were sharing and evaluating modules written by teachers in districts other than their own. Criteria for evaluation had been established and were used for reaching consensus among leaders about the qualities of the modules. Modules were placed in four categories:

1. Useable as is with little or no editing.
2. Useable with up to 1/2 hour of editing.
3. Useable only with a great deal of editing (more than 1/2 hour).
4. Not really useable.

2. FINDINGS -

The following statistical data show the amount of participation and results of module production:

Number of districts	20
Number of teachers	363
Number of Modules produced	1,222
Number of Modules considered useable as is	112

Number of Modules considered in need of some editing	414
Number of Modules considered in need of much editing	362
Number of Modules considered not useable	208

The useable modules were edited and typed for uniformity, graphics were added and they were disseminated to districts involved as well as to other districts in the state on request.

The training of the leaders was found to be a highly positive experience. Many of the leaders expressed their satisfaction in having clarified the concepts in defining and teaching to career development needs of students. Teachers in the project increased in their awareness of the concepts and, in general, improved in their attitude toward the subject so that it was more favorable.

3. INTERPRETATION OF FINDINGS -

The review and analysis of the modules indicate that there is a need to focus on decision-making competencies in the classroom. For some reason, the teachers in the project avoided this area more than the other nine.

Leader training needs to be more intensive as an analysis of the results shows that many of the modules were lacking in quality. Leaders varied their techniques of teaching somewhat. Perhaps more structured training instruction and more frequent monitoring is needed in future similar attempts. It was noted, that leaders and their teachers looked forward to participation

in the district through visitation from the project director to a greater extent than actually occurred.

4. DISSEMINATION ACTIVITIES -

Each participant will receive a copy of the product appropriate to the grade level they represent. Additional copies will be available to people from other districts on request.

A Training Manual is in the final stages of development so that this project can be replicated in other areas of the state or in other states.

Numerous requests for the profile matrix alone have already been honored. There has been a very favorable response to it as a resource, particularly by guidance personnel and by individuals in charge of planning and implementing career and vocational education based on student outcomes.

5. STRATEGIES TO ELIMINATE SEX BIAS -

Sex bias and culture bias are both addressed in the matrix as well as in the modules. The criteria for evaluating modules included these two items. All modules for dissemination have been edited for sex fairness.

SUMMARY:

1. CONCLUSIONS -

The profile project was highly successful in terms of leader satisfaction, module (product) development, and practicality of use in districts throughout the state. The turnkey process in which leaders are trained for their own in-service district training is a viable avenue for moving the implementation of career/vocational development outcome-related teaching.

Teachers' ability to record what they teach and how, is still in need of improvement and may require more intensive leader training as well as greater focus on monitoring efforts.

Experience has shown that teachers react favorably to suggestions that are appealing, interesting and that fit within the framework of their own teaching style and situation. Sharing techniques often reveals that what one teacher feels is common place may be very appealing and interesting to another. Therefore, there is still a need to encourage the documentation and sharing of ideas among educators.

Teachers also need help in designing evaluation and assessment procedures that are directly related to the objectives to which they have set out to teach. A more intensive and extensive treatment of this is recommended for leader training efforts subsequent to this one.

2. RECOMMENDATIONS -

The leaders, at the close of the project came up with the following recommendations:

a) Continue to go with the profile matrix: it is highly useful.

b) Increase the time for the training of leaders and continue the training throughout the project.

c) Visit/monitor in-service activities more closely and more often.

d) Keep the existing training techniques, increase the evaluative component.

e) Set the standards for products higher and announce them earlier and with greater specificity.

Other recommendations in general include the need to revise the matrix itself and to continue to build teaching strategies as well as evaluation or assessment techniques based on it.

The Matrix can provide an important base in improving the statewide capability to organize efforts to teach to the career development needs of students as well as to assess them, thereby enabling projects and districts to collect hard data for use in determining their effectiveness.

853

Career Development/Education

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